



## **Redesign Plan**

**Durfee Elementary-Middle School**

**Detroit City School District**

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# **Executive Summary**

## Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## Description of the School

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Durfee Elementary-Middle School is a comprehensive Pre-Kindergarten through 8th grade academic setting. The 2013-2014 Durfee school year enrollments consist of 601 students. The gender enrollment consists of: 314 males and 287 females. There have been nominal changes within the gender population at Durfee: a 3 year trend of approximately 50% male/female distribution. The school student population consists of 100% African-American students.

Durfee Elementary-Middle School is an urban school located on the Northwest side of Detroit, MI. The school has programs serving a minority community that is predominantly African-American. During the 2013-2014 school year, 19.2% of students at Durfee receive free or reduced lunch. According to Mischooldata.org students were classified as economically disadvantaged during the following years:

69.6%: 2011-2012

58.6%: 2012-2013

Durfee Elementary-Middle qualifies as a Title I school: The Title I, program is designed to help disadvantaged children meet high academic standards using a targeted assistance programs.

In 2011-12, our school was merged with 2 surrounding schools as part of Detroit Public Schools down-sizing initiative. Durfee Elementary-Middle School went through a district-wide reorganization in the fall school year 2012- 2013: Durfee Elementary-Middle School experienced a 95% rate of re-assignment of staff. Additionally, Durfee Elementary-Middle School experienced a third leadership change in a four year period: Principal and Assistant Principal. The current staff is made up of 23 highly qualified General Education teachers and an array of Special Education Teachers: Two-3-4 year old ECDD Teachers,

One-5 year old ECDD Teacher, One Pre-K ECDD Teacher, One-Elementary/ Middle ASD Teacher , One- Upper/ Elementary/ Middle School CI Teacher, One-Middle School EI Teacher, 3 Resource Specialist Teachers. Also, a myriad of support staff: Three- Title I Teachers, Five-School Support Aides, One- Education Technician and several support staff (i.e. Special Education Aides, Psychologist, Social Worker, Speech Therapist, and Attendance Agents).

Recently, the attendance data has become more stable attendance rate: 2009-2010: 72.06%; 2010-2011: 69.81%; 2012-2013: 81.00%; 2013-2014: 79.98%.

There are numerous socio-economic factors and various process issues that had contributed to the inconsistent trend in attendance. In general our student population is constantly changing and these changes due our transient population and attrition rates which present many new challenges for our new staff. In 2012-2013, 15% of our total student population was totally new to our building: Many of these students are part of our increasing economically disadvantaged population. THE MOBILITY RATES: 2009-2010: 34%; 2010-2011: 28%;2011-2012: 21%; 2012-2013:34%.

Durfee's SPECIAL EDUCATION STUDENT POPULATION INCREASED: 2010-2011: 10.66%; 2011-2012: 17.48%; 2012-2013: 20%. Historically, at Durfee, the school culture has exhibited a high rate of bullying: 2010-2011: 69.6%; 2011-2012: 58.6%.

## **School's Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

### **Vision Statement**

Edgar O. Durfee Elementary - Middle School will provide a safe, nurturing, learning environment instilling positive character traits and inspiring students to think critically and ethically within a global society.

### **Mission Statement**

The mission of the Edgar O. Durfee Elementary - Middle School is to effectively educate and empower all students to their highest potential by providing an ethical, artistic, rigorous academic foundation in a safe, collaborative environment allowing each individual the opportunity to become productive citizens.

### **Purpose Statement**

Our educational purpose is to ensure every student achieves proficiency in all content areas ensuring career and college readiness as civic-minded ethical citizens in a global society.

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Durfee Elementary-Middle is very extremely proud of becoming a safer school. Communities and Schools programs provide one-on-one and small group counseling and mentoring to address specific socio-economic/emotional issues that contribute to negative student behaviors in the classroom. In-school resolutions have reduced the number of out-of-school suspensions for students with chronic disciplinary concerns.

The school has substantially improved the attendance issues from the 2011-2012 and 2012-2013 school years: Our daily average attendance is improving and is currently the best that it has been during the 2013-2014 School Year.

We are striving each day to become a school of academic distinction. In the next three years Durfee Elementary-Middle School will work on improvements in the following areas:

Course Performance

Increase Positive Attendance Rate

Reduce Suspension Rates

Increase Proficiency Rate for Core Content Areas

Increase Parent Involvement

Increase CommunityPartenships

Increase Positive Customer Service Rate



## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

One of the most unique characteristics of our school is our staff's ability to positively impact "At-Risk" students. We have effectively used several teaching techniques that embrace individualized student growth that can be measured throughout the school year. We embrace differentiated instruction and collaborative learning opportunities throughout the school day. We believe it is our responsibility to educate all students because every child can learn. Every staff member feels it is their responsibility to make every student's achievement their personal goal. Individual Development Plans are utilized to monitor incremental growth for different learners. As a staff these differences are addressed through quality lesson planning using Common Core State Standards, masterful instruction, and student work ethic/effort and personal responsibility. Our teachers are reflective practitioners supporting disciplinary literacy to ensure career and college readiness.

# **Priority School Assurances**

## **Introduction**

All priority schools are required to certify yes/no to each of the following assurances and upload a copy of the required documentation in ASSIST.

Priority School Assurances

Label	Assurance	Response	Comment	Attachment
Teacher Evaluation Tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of teachers.	Yes		Teacher Evaluation

Label	Assurance	Response	Comment	Attachment
Administrator evaluation tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of leaders.	Yes		Leadership Evaluation

# **Operational Flexibility Assurance**

## **Introduction**

To ensure that all priority schools are in compliance with the required Michigan Department of Education Assurances it is required that acknowledgement and submission of certain documentation be completed.

## Assurance of Operational Flexibility

All identified Michigan priority schools must complete and submit the following operational flexibility assurances as part of their Redesign Plan no later January 30, 2014.

Label	Assurance	Response	Comment	Attachment
	Our school assures the Michigan Department of Education that under our current collective bargaining agreements, board policies, and operating procedures that the school building has the authority and autonomy to implement all redesign plan requirements as written. This assurance requires that schools upload either an Executed Addendum or a Memorandum of Understanding as evidence on the following screen.	Yes		

Label	Assurance	Response	Comment	Attachment
	<p>Our school has an executed addendum to the districts applicable collective bargaining agreements which includes all the following elements required by Section 8 of the MCL 380.1280c:</p> <p>Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at ____ School.</p> <p>(a) That any contractual or other seniority system that would otherwise be applicable shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p> <p>(b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p>	Yes		DFT LOU

Label	Assurance	Response	Comment	Attachment
	Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c	No	An addendum already exists (see attachment).	

Label	Assurance	Response	Comment	Attachment
	Our Local Educational Agency (LEA) will comply with all applicable requirements, policies and conditions for implementing the Reform/Redesign Plan. The LEA understands that if it fails to develop an approvable plan, or does not make satisfactory progress on the plan implementation and/or student achievement, the Michigan Department of Education/State School Redesign Officer may issue an order placing the school under the control of the State School Reform/Redesign School District (SSRRD). If the school is placed under the control of the SSRRD, under Section 6 of the MCL 380.1280c, the SSRRD will impose for the school one of four intervention models and impose an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model as required by Section 8 of the MCL 380.1280c.	Yes		



# Turnaround Redesign Diagnostic

## **Introduction**

The Turnaround Model addresses four specific areas: 1) developing teacher and school leader effectiveness, 2) implementing comprehensive instructional reform strategies; and 3) extending learning time and community-engagement. The Turnaround Model includes among other actions, replacing the principal and at least 50 percent of the school's staff, adopting a new governance structure and implementing a new or revised instructional program. Overall, you will write a reform/redesign plan to address nine separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

## **PART A: REFORM TEAM PERSONNEL**

**Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.**

Ricardo Martin, Principal (ricardo.martin@detroitk12.org)

Linus Aharauka, ELA Teacher (linus.aharuka@detroitk12.org)

Angelia Mahone, Instructional Specialist (angelia.mahone@detroitk12.org)

Adedagbo Ngozi, Title 1 Teacher (adedagbo.ngozi@detroitk12.org)

Marie Small, 2nd Grade Teacher (marie.small@detroitk12.org)

Vernice Rucker, Special Education Resource Teacher (vernice.rucker@detroitk12.org)

Melanie Wilson, Mathematics Teacher (melanie.wilson@detroitk12.org)

## PART B: TEACHING AND LEARNING PRIORITIES

**State two or three “big ideas” for your reform/redesign plan that are intended to change teaching and learning in ways that promote student growth in your school. (These should come from the data dialogue that initiates your planning efforts.)**

The two "Big Ideas" that will drive the instructional program at Durfee Elementary-Middle School are:

- 1) Professional Learning Communities (PLCs) (Vescio, V., 2008) to use collaboration to strengthen the use of formative/interim assessment data to adjust the delivery of instruction. The goal of Professional Learning Communities (PLCs) at Durfee is "Learning for All!" Teachers will use various strategies aligned with the "Big Idea" to create classrooms that differentiate instruction with rigor to provide all students with an opportunity to maximize their potential. The PLCs will be designed to mediate teachers' thinking on how to use multiple data sources and guide instruction that promotes student growth. Teachers will collaborate to discuss curriculum and assessment as it relates to the state standards/Common Core Standards.
- 2) Support a climate and culture for differentiation as a belief system within the school community. The school's goal to be able to improve teacher collaboration through developing a collective understanding of CCSS, data analysis and best instructional practices. The adult climate will make the shift to believe that all students learn versus all students are taught.

**State what data were used to identify these ideas**

The data used to identify these "Big Ideas" were MEAP assessments, NWEA/ MAP assessments, STAR Reading and Math assessments, student attendance data, demographic data and perception data. Sources: MEAP, [mischooldata.org](http://mischooldata.org), Renaissance Learning Assessments (STAR Reading and Math) and Detroit Public Schools Website: Durfee School Profile

Achievement Data: MATH

Renaissance Learning Assessments (Star Reading/Star Math) results showed significant gaps between those students who are proficient, partially proficient and not proficient. The data showed that out of the 387 students assessed in Grades 1-8 in the Spring, 2014, 282 had a Grade Equivalent range from 0.0 (79 students) to 3.0-4.9 (60 students). Only 22 students had a GE of 6.0 -6.9 (16 students) and 7.0-7.9 (6 students).

MEAP Proficiency Snapshot and Trends:

	2010-11	2011-12	2012-13	2013-14
Grade 3	<10%	<10%	10.2%	<10%
Grade 4	<10%	<10%	<10%	<10%
Grade 5	<10%	<10%	<10%	10%
Grade 6	<10%	<10%	<10%	<10%
Grade 7	<10%	<10%	<10%	<10%
Grade 8	<10%	<10%	<10%	<10%

According to the 2013-14 MEAP data, no more than 10% of students in any grade were at the Proficient Level. There were no students at the advanced level. At Grade 8 there were no students Proficient/Advanced. The Trend data shows that this level of achievement has been evident in the data since 2010-11 with a slight improvement in Grades 5 and 6.

Demographic MEAP data for Grade 5 has shown the same trend except the proficiency level for females (13.6%) was higher than males (<10%). Other grades had similar trends.

## Redesign Plan

Durfee Elementary-Middle School

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### Achievement Data: READING

#### MEAP Proficiency Snapshot and Trends:

	2010-11	2011-12	2012-13	2013-14
Grade 3	17.0%	23.0%	34.4%	51.4%
Grade 4	30.4%	23.0%	30.8%	30.0%
Grade 5	25.4%	19.0%	18.8%	36.0%
Grade 6	12.8%	19.0%	17.9%	25.8%
Grade 7	12.8%	14.0%	18.7%	25.0%
Grade 8	25.3%	25.0%	26.7%	30.3%

According to the 2013-14 MEAP data, more than 25% of all students in each grade were at the Proficient Level including a small percentage of students at the Advanced level (Gr.5: 6%; Gr. 6: 1.6%; Gr.7:4.2%; Gr.8: 5.3%). The Trend data shows that the level of proficiency has improved over the last four years from 2010-2011.

Demographic MEAP data for Grade 5 has shown that the males (24.3%) proficiency level exceeded the females (16.7%) in 2010-11; however females (40.9%) proficiency levels exceeded the males (32.1%) in 2013-14 and that reversal of the trend started in 2011-12.

### Achievement Data: SCIENCE

The MEAP data indicates that the level of proficiency in Science for Grades 5 and 8 has been less than 10% proficient for four years for both grades starting with 2010-11. On the most recent MEAP assessment in 2013-14, Grade 5 had 90.6% of the students not proficient at Level 4 and Grade 8 had 92.1% of the students not proficient at Level 4.

	2010-11	2011-12	2012-13	2013-14
Grade 5	<10%	<10%	<10%	<10%
Grade 8	<10%	<10%	<10%	<10%

Demographic data indicates that the same trend is true for males and females. This is a content area that will need more data analysis to determine possible theories of causation.

### Achievement Data: SOCIAL STUDIES

The MEAP data indicates that the level of proficiency in Social Studies for Grade 6 has been less than 10% proficient for the last four years starting with 2010-11. The 2013-14 Proficiency Level was 0%; however 34.3% of students assessed were Partially Proficient.

	2010-11	2011-12	2012-13	2013-14
Grade 6	<10%	<10%	<10%	0%

Demographic data indicates that the same trend is true for males and females. This is a content area that will need more data analysis to determine possible theories of causation.

### Achievement Data: WRITING

The MEAP data indicates the following levels of proficiency in Writing for Grade 4 and 7:

	2010-11	2011-12	2012-13	2013-14
Grade 4	<10%	13%	<10%	13.7%
Grade 7	<10%	<10%	20%	15%

Demographic data indicates that in 2010-2011, females scored higher (16.7%) than males (<10%) and the Grade Level Proficiency for ALL STUDENTS was <10%. In 2013-14, the females proficiency level (21.4%) was higher than the males (<10%) and the Grade Level Proficiency for ALL STUDENTS was 13.7%. This is an increase in the gap between the genders.

PERCEPTION DATA: In 2014, Durfee staff and students participated in the 5Essentials Perception Survey. An analysis of the scores indicates that the areas that received low scores match with the findings from the other data digs: Teacher collaboration (22%), Academic Personalism (41%), Reflective Dialogue (23%), Parent Involvement (10%) and Student-Teacher Trust (45%). The data reflects some collaboration is evident. These areas are aligned with the selection of the "Big Ideas": Professional Learning Communities to strengthen

collaboration between teachers and to improve the delivery of differentiated instruction. Also, the Professional Learning Communities will foster a shift in the school Culture and Climate that will focus on high expectation for student learning.

ATTENDANCE TRENDS: 2011-12: 78.88% attendance; 2012-13: 82.69% and 2013-14: 81.64%

This trend from mischooldata.org shows some improvement since 2011-12; however, the goal is 90% for student attendance. Possible theories of causation are student mobility and transportation issues associated with the shift in school boundaries that exceeds 1.5 miles from the school for some students.

MOBILITY TRENDS: Mobility patterns data from mischooldata.org indicate that the number of students at Durfee who have changed schools within a given school year is as follows: 2009-10 (255 students); 2010-11 (166 students); 2011-12 (188 students); 2012-13 (183 students). More data analysis is needed to determine theories of causation; however, the negative impact on student learning may be indirectly attributed to students who are either not in school or are transferring in and out of this school at significant rates. Both of these areas will be further resesarched and reflected in Requirement #9.

## PART C: DEVELOP SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

**Requirement #1: Replace the principal and increase leadership capacity at the school.**

**Indicator 1A: In your response, describe how the district has taken on of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all five turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. \*Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant.**

**Indicator 1B: In your response, describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.**

Detroit Public Schools is committed to placing turnaround leaders in all Priority Schools. The principals identified are key leaders because they are able to focus on early wins by implementing professional learning communities and effective leadership teams with a core focus on instruction and academic achievement. These principals have the capacity to decipher systemic barriers and make strategic adjustments to align with instructional and academic needs. They are able to identify academic trends within their data and promote data dialogue within collaborative teams to address achievement gaps for school improvement. The principal was also chosen because they continuously reflect on their practices, current systems and most importantly, student achievement. They are able to rapidly make needed adjustments based on current research, data and have the ability to cultivate innovativeness through collaboration at their school site. They possess leadership skills to create an environment that breaks away from organizational norms and directly aligns the needs of their individual school site to promote academic gains.

The District is committed to the placement of principals who are able to rapidly adhere to the needs of their school and make site-based decisions to drive student achievement. The principal has the capacity to collect and analyze demographic, academic, culture & climate data and align resources to address the needs of their school.

The District is committed to the placement of principals who have the ability to rally the buy-in of key stakeholders regarding rapid transformation and "Big Ideas." This buy-in is created through shared leadership and collaborative efforts through the use of ILTs (Instructional Leadership Teams) and PLCs (Professional Learning Communities).

Principal Martin has organized a culture of learning at Durfee Elementary Middle School. The process of becoming a school that learns versus a school that operates has been very intentional and deliberate. Durfee first learned of its Priority school status in the August 2014. Initially this rendering was very difficult for the principal, staff and community. With Principal Martin's direction Durfee decided with a laser focus to move forward with a renewed sense of urgency to increase scores and close achievement gaps. The first step was choosing an Instructional Leadership Team (ILT). A balance of elementary and middle school teachers was selected to assist with the implementation. The ILT immediately began professional development training on Professional Learning Communities and Climate and Culture, teacher surveys, student surveys and the use of [www.allthingsplc.org](http://www.allthingsplc.org). Durfee had full team attendance at all scheduled academy sessions during trainings held throughout the Professional Learning Communities process. All five teacher members selected committed and attended every session. We began to organize school systems to support the implementation of PLCS, school wide norms were established by the ILT then shared with staff for buy-in purposes. During semester two a PLC calendar has been created for our collective commitments, ensure priorities are addressed in a productive way, monitoring system, modeling dialogue, a plan for confronting behavior that is incongruent with the school's values and commitments and finally the establishment of a plan to celebrate school wide success.

As the principal, he was able to identify and focus on early wins. The first win is that of building leadership capacity for Durfee as a learning organization. Team Durfee's (as the school is so affectionately called) relentless pursuit of achievement is now focused on student and teacher learning growth. Atop every Weekly Notes he publishes is the statement Learning Communities that Amplify Leadership for All, Learning for All, Success for All. This mental "shift" can now be seen throughout the entire Durfee community. It starts with the WE BELIEVE statement read by the students on a daily basis to the entire school during morning announcements. It continues with the organizationally created ILT binders which include agendas, notes and minutes. The ILT processes has gained energy around the fact that leadership is shared not one dimensional. The goal at Durfee is to strengthen teacher effectiveness by use of monitoring systems for PLCs, lesson plans and compliance. A second early learning win is the 2015 PLC team focus on learning. PLC teacher teams will begin chapter presentations by reading Turning High Poverty Schools into High Performing Schools (Parrett 2012). By focusing in on what ineffective schools stopped doing and eliminated, Durfee has begun a process of focusing on what high performing schools started doing to improve on: 1) building leadership capacity 2) fostering a safe, healthy, and supportive learning environment; and 3) focusing on student, professional, and system learning.

Durfee now has the kind of leadership designed to facilitate learning throughout the school.

During his tenure at Durfee Elementary Middle School Principal Martin was able to break organizational norms and manage up. For example, Durfee ILT and teachers selected organizational norms. Over two general staff meetings teachers selected norms as presented by the ILT and voted on which norms would be best for Durfee teachers. By recognizing that teachers could buy-in to the process early this created a bridge between the ILT team and teacher community. The ILT team also benefitted from data digs and formative assessments like STAR Reading and Mathematics by embracing a culture of test preparedness and use of data during the process of finding out why and how Durfee became a Priority School. In addition, by working with members of the middle school teacher team Durfee begun the process of middle school Master Scheduling with the outcome of common preparation periods. Normally teachers do not participate in the process of assisting with Master Scheduling dialogue, however, this process has shared control and has been highly beneficial for semester two. The district also added one major scheduling intervention of common preparation periods on Fridays at the end of the school day. During this time Durfee a small group of teachers met with Principal Martin by content area to discuss and share ideas to benefit the schedule. The positive impact of this is Durfee's teachers have begun to have discussions about what could benefit the entire team. Additionally, to monitor teacher's progress Principal Martin collects teacher exit ticket surveys and/or products to ensure teachers are working to complete evidence-based products at the end of common planning meetings.

As a turnaround leader Principal Martin was able to create staff learning, in an effort to act quickly in a fast cycle. During data digs the ILT team learned how to tell a story with data. During the process Durfee students and teachers collaborated around data to break the cycle of not using data to inform instructional decision making (<http://detroitk12.org/content/2015/01/12/durfee-student-led-data-wall-contest-gives-voice-to-data/>). Consequently teachers and students collaboratively structured data walls from the same information used during the ILT process and showcased their formative assessment data through a highly collaborative process.

Lastly, however most important, it is imperative to galvanize staff around big ideas. Ricardo Martin has had the opportunity to create buy-in through, being a learning leader by giving teachers the opportunity to learn and showcase formative assessment data. One other example of this is through the newly created Durfee In-School Suspension (ISS) system. This system is not only designed to decrease out-of-school suspensions but is designed to ensure students are completing classroom work while they are in ISS during behavioral infractions. The goal at Durfee is that all decisions are made by learning and doing.

Through research-based efforts and the District's commitment to turnaround competencies of assigned principals, the District has developed a differentiated series of professional development to build and enhance site-based leadership capacity.



An example of the district's differentiated efforts can be observed through a collaborative effort with Learning Science International (LSI) school leadership coaching will take place. There will be a focus on providing targeted systematic support for principals in developing their skills as instructional leaders. This systematic approach will align with the development of school leaders and teachers within the school (DPS & LSI, 2014). Through an instructional audit these efforts will include site specific components such as, but not limited to, English Language Learners (ELL), Professional Learning Communities and Culture & Climate.

Job embedded professional development is given to each priority school principal and the members of the Instructional Leadership Team. The professional development model incorporates the collaborative efforts of Priority School principals, teacher leaders and site-based instructional specialists. School leaders have the opportunity to learn and enhance the process of developing and improving systems for sustainability.

Through District provided individualized efforts, consultants provided school leadership with research based on Lozotte's (2006) Continuous School Improvement System to facilitate the acknowledgement of "Big Ideas". This facilitation allowed school leadership teams to collaborate regarding efficiency of current systems, update of systems that are misaligned to the Reform/Redesign efforts and to increase their knowledge base of proven strategies in regards to rapid school turnaround.

Leadership coaches, principal mentors and consultants provide professional development. Turnaround consultants will be utilized to assist principals with the enhancement, development and/or implementation of Instructional Leadership Teams and Professional Learning Communities.

Detroit Public Schools is also committed to providing professional development training to increase leadership capacity within the five competencies. The Office of School Turnaround maintains the data snapshot tool that encompasses each school's big ideas, achievement and demographic data. This tool is used to provide customized professional learning opportunities that focus on the big ideas outlined in each school's individual plan.

DPS will continue to support the school improvement efforts of all Priority Schools through its monthly Priority Schools Professional Development Series. Monthly district-wide/constellation meetings are utilized to review core instructional programs, build practitioner capacity of current research and best practices, school/district data review and address effective operational management procedures.

**Requirement #2: The district uses locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environments to meet the needs of students.**

**Indicator 2A: In your response, detail the collaborative process used to create a teacher and leader evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of teachers' evaluations must be based on student growth**

**Indicator 2B: Also, detail the process to screen existing staff and criteria used to rehire no more than 50% of staff and select new staff. Attach the teacher evaluation and administrator evaluation. (Narrative)**

The District has developed evaluation processes for teachers and school leaders that is based on a set of professional standards that define effective teaching and leadership, student achievement outcomes, and continuous improvement and accountability. These evaluation processes reflect the interdependence of evaluation, professional development, and accountability, and are grounded in the belief that the

assessment of teachers and instructional leaders must be based on a set of clearly defined performance standards that are connected to student performance outcomes. Professional development and support must be directly linked to performance standards; and teachers and leaders must be held accountable for meeting these expectations. These understandings represent the foundation from which the teacher and principal evaluation process was designed.

The teacher evaluation system (TES) began during the 2011-2012 school year. This system was first rolled out to the principals who in turn shared it with their entire staff in order to explain its inception as well as to seek teacher input.

Teacher Evaluation is a year-long opportunity for teachers to develop, refine, rejuvenate and reflect upon their teaching practice in: pedagogical skills, student growth, classroom management, relevant special training, and educator responsibilities. The following information will help the evaluator and the teacher successfully implement the Teacher Evaluation process.

The evaluation process, which is transparent, rigorous, and equitable is based on a professional growth model with five core elements. The Five Core Elements are as follows:

- I. Demonstrated Pedagogical Skills
- II. Student Growth as Predominant Factor
- III. Classroom Management
- IV. Relevant Special Training
- V. Educator Responsibilities

Principals in-service their teachers on the evaluation process which includes a breakdown of the Detroit Educator Evaluation Process Manual. Each teacher is requested to complete a Professional Learning Plan or input documentation into My Portfolio utilizing PD360. Teachers are able to access the teacher evaluation rubric, manual, and all forms via Learning Village. Between September and November, all teachers receive an initial observation conducted by the principal or their designee (DFT members are not able to conduct observations). All administrators participate in inter-rater reliability training and coaching. The observer can use the Observation360 electronic template which will allow them to send their feedback via email and PD360 through the focus tab.

Observers should conduct an initial meeting (post-observation) with the teacher to complete the following:

- Review your observation with the teacher
- Review the teacher's PLP and make recommendations
  - o Administrator and/or designee and the teacher sign the PLP
- Provide the teacher access to the evaluation materials: rubric, observation form, etc.
- Help review the list of possible assessments to use as measures of tracking student growth.
- Teachers should select a minimum of two data sources.

During the months of November through April, teachers are provided with support and assistance. Administrators and teachers can recommend struggling teachers for additional support by submitting the Request for Assistance and Support form to their Assistant Superintendent. Administrators can also recommend PD360 videos to support professional growth and conduct additional walkthroughs and/or observations as needed/desired. A formal mid-year observation must be conducted for struggling teachers and new teachers. All teachers should be encouraged to continuing implementing their PLPs, collecting artifacts and documentation to support each core element.

Beginning in April, observers should begin conducting their end-of-year observations utilizing the End of Year Teacher Evaluation form. Each administrator must conduct a conference with their teachers to determine an element summary score based on the artifacts, data, and

documentation collected or provided by the teacher as evidence for each core element. The administrator then completes the annual rating form to determine and record effectiveness Label per rating scale, record attendance and discipline information and list contributions and accomplishments for each teacher. Throughout the year, teachers should continue to collect artifacts and documentation of their professional growth and fine-tune their professional learning plans.

For the 2013-2014 school year 30% of the teacher evaluation was based on student growth (student growth is measured through a process of triangulation using external data, school-wide/benchmark data and classroom data.). Currently, for the 2014-2015 school year, 40% of the teacher evaluation is based on student growth. The percentage is set to increase by an additional 10% increment to 50% for the 2015-2016 school year. This increase is set to directly align with the State of Michigan's 50% student growth mandate.

All teachers are assigned an official score based on a 100-point scale. Identified Ineffective teachers will complete the evaluation process and be assigned a score of 69% or less.

In 2013, the District began the work of improving our existing principal evaluation system, in collaboration with a focus group of school principals that is based on a continuous improvement model and shared accountability for student learning and achievement. The primary purpose of the evaluation system is to improve the capacity of the principal to improve teaching and learning by creating a shared vision of effective leadership, providing meaningful feedback to principals that support the refinement of their work, providing qualitative and quantitative data that drive the design/adjustments of the comprehensive principal professional development plan, and creating a system of accountability. The District has revamped principals' employment agreements and compensation structure to base each principal's tenure and compensation upon certain specified performance indicators, particularly student achievement.

**Requirement #3: The district will implement such strategies as financial incentives, increased opportunities for promotion and career growth and more flexible working conditions designed to recruit, place and retain staff to meet the needs of students in a transformational school.**

**Indicator 3A: In your response, identify the strategies that will be used to recruit staff based on student needs.**

**Indicator 3B: In your response, identify the strategies that will be used to assign staff based on student needs.**

**Indicator 3C: In your response, identify the strategies that will be used to retain staff.**

### RECRUITMENT

The district actively recruits highly qualified teachers in the areas of ELA, mathematics, social studies and science. New recruits are hired on the basis of content area certification, experience in working with at-risk youth and evidence of a proven track record in meeting student needs. Teachers will meet the needs of non-proficient students and assist in closing the achievement gap.

Additionally, there are opportunities to earn additional income via afterschool and summer school programs. This should be an attractive offer, as these selected teachers will earn an additional salary. Administrators may also elect to identify staff members for pre-leadership by serving as their mentor and giving them an opportunity to serve in a "guided leadership" role on their prep periods.

A partnership initiative between Wayne State University (WSU), the Detroit Public Schools (DPS) and the Detroit Federation of Teachers (DFT) is designed to expedite the opportunities for current non-certified employees to obtain teacher certification and ultimately increase the certified teacher pool for the district. Project Pathways will assist the Turnaround Schools in increasing the pool of qualified teachers.

The District-University Student Teacher Program is designed to attract pre-service teachers from Detroit-area universities, as well as in and out-of-state schools of education, by offering support through the final phase of the traditional teacher certification process. They are led and mentored by Turnaround Schools' Cooperating Teachers.

### Assignment

The district will assign all teachers to schools based on certification and endorsements. Existing staff within the school district will be assigned to classrooms based on teacher vacancies in the school. The school leadership team will assign teachers based on school data, experience and level of expertise.

The District continues to support student teachers with regards to advancement of becoming a certified teacher. Positions include both Instructional and Administrative responsibilities. Growth and/or career opportunities include Cooperating Teachers, Coaches, Instructional Specialists, Academic Engagement Officers, Assistant Principals, and Principals.

### RETENTION

Detroit Public Schools values its teaching staff and believes in increasing opportunities for those instructional staff who demonstrate interest in personal growth beyond the classroom. The teachers that exhibit the following: outstanding teaching skills, classroom management, student growth, and an eagerness to improve the operations of the school are often selected to become lead teachers in their grade level or content area. The lead teaching staff is given the responsibilities of attending curriculum meetings to retrieve information and share with their colleagues, via professional development. They will be aggressive in ensuring that their grade levels are meeting classroom expectations and duties. These individuals have the opportunity and are encouraged to apply for positions within the building as they arise. In turn, the principal also utilizes these lead teachers to create a school leadership team. The leadership team is comprised of building administrators, lead teachers, instructional specialists, content coaches, and DPS parents. This team will have confidence in the vision and mission of the District, their respective school site, and are willing to ensure that student achievement is the primary priority.

Promotional Opportunity and Career Growth for teachers in our Priority Schools have numerous career path opportunities. In addition to the aforementioned items, teachers employed at Priority School sites have the opportunity to gain specialized certification by becoming Reading Recovery and READ 180 teachers. These specialized trainings for Reading Recovery and READ 180 Program are aligned with meeting student needs at the elementary, middle and high school levels. Any teacher can be eligible for the program(s) due to sustained growth in their classroom. Criteria for consideration will be that teachers submit their bid.

Teachers can earn additional income via afterschool and summer school programs. In addition, Professional Development opportunities will provide teachers with workshop pay and State Continuing Education Clock Hours (SCECHs) that can be used towards certification renewal. Also, when PD opportunities are offered off-site that are aligned with the school's Big Ideas, exemplary staff members will be given first choice in attending these PD with the expectation that they will bring back any resources and information attained at the PD to the school to share with the staff at staff meetings and /or professional development trainings. These efforts are supported and viewed in a leadership capacity.

## **PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES**

**Requirement #4: The district provides staff ongoing, high quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school.**

**Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas" (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality, (d) be job-embedded (e.g. integrated into the work day), (e) align to the instructional program described in requirement #6, and (f) include a process for monitoring the impact of PD on instructional practices.**

Durfee Elementary-Middle School will provide staff with ongoing, high quality, job-embedded professional learning that is aligned with the school's instructional program and with the schools' big ideas: Supporting a climate and culture for differentiation as a belief system within the school community and the utilization of Professional Learning Communities to support the implementation of differentiated instruction as a school wide practice for effective core instructional practices (i.e. tier 1). The professional learning program reflects the big ideas through specifically designed work structures: job-embedded support, staff meetings, Instructional Leadership Team meetings, monthly grade level team meetings and workshops/in-services, which will be facilitated by the Instructional Specialist and Durfee Lead Teachers in each content area, the district-level Instructional Specialist and Wayne RESA Content Coaches. Teachers will also have an opportunity to select sessions for professional development and learning that will be provided by Wayne RESA. A Professional Learning Calendar will be developed to reflect all planned professional opportunities after our Turnaround Plan has been approved.

Individual teachers will be expected to participate in the development of an implementation plan to address the professional learning needs of individual teachers by professional development to ensure the training is focused on the:

### **Year 1**

- Effectively implementing PLCs (monthly training in staff meetings)
- Common Core State Standard Training
- Reading/Writing Workshop Model
- Inquiry based learning
- Guided Reading through Differentiation
- Staff collaboration through the Instructional Learning Cycle: data analysis and differentiated strategies (i.e.) small group instruction/flexible grouping/adjustable assignments
- Creation of progress monitoring tools through PLCs
- Vocabulary Instruction (Marzano's6)

### **Year 2**

- Depth of knowledge in content areas
- Measuring progress flow charts (Berhardt, 2005)
- Continuous use of progress monitoring tools through PLCs
- Project Based Learning through interdisciplinary exhibitions (Buck Institute for Education)

### **Year 3**

- Sustaining PLCs and ILC process
- Peer Coaching
- Instructional Rounds

The instructional specialist, Wayne RESA Content Coaches, and Durfee Lead Teachers in the content areas will provide on-going job-

embedded professional learning for teachers in the use of the curriculum, materials and assessment tools for the implementation of the instructional program that will include Co-planning/teaching, modeling and peer observations. The instructional specialist and Wayne RESA Content Coaches will attend rotating PLC meetings bi-weekly to provide input regarding appropriate intervention/remediation strategies for students, model instructional practices in a variety of settings and provide follow-up support to ensure effective teacher implementation.

**Requirement #5: The district has adopted a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.**

**Indicator 5A: In your response, detail how the NEW governance structure will assist in decision making, sharing of information between the district and building, and removal of barriers to reform plan implementation. that will assist with the building turnaround process. Describe a process for monitoring implementation progress to inform plan refinement and how regular reporting will occur to all key stakeholders**

**Indicator 5B: Describe how Operational Flexibility will be provided to the building in the following areas: staffing, use of time, professional learning, and budget. Also complete and attach the Assurance of Operational Flexibility for Priority Schools, signed by the Superintendent, School Board President and Union Representative, which certifies that the school has the autonomy required to implement the reform/redesign plan as written (Must complete the Assurance of Operational Flexibility and attach required evidence as stated in the Assurance Form). Include a statement that describes how the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations).**

Current DPS Office of School Turnaround Structure: Roles and Responsibilities

The District has created an Office of School Turnaround which includes the following staff:

Assistant Superintendent for Priority Schools - The Assistant Superintendent is responsible for the coordination, monitoring and evaluation of all Priority School support (such as Wayne RESA, external partner providers and others), in order to fully implement the selected reform model. In addition, the Assistant Superintendent will be responsible for monitoring the effectiveness of the level and type of support provided by external providers.

Director of 21st Century: Focuses on academic achievement by providing enrichment activities that focus on real life experiences and community involvement. Family services are also incorporated. A pastoral model is implemented which looks at the needs of the whole child. There are twenty DPS schools in the 21st century program, 16 of which are Priority Schools.

Student Achievement and Assessment Manager(s): The SAAM's are responsible for supporting schools in the collection and analysis of school-wide, district and classroom data to ensure data driven decisions. The SAAM's also facilitate and organize the professional development process for priority schools that are based on data with a focus on job embedded professional development. This includes instructional audits, leadership coaching and instructional coaching based on each building's specific needs.

Instructional Specialist(s): Work with school teams (Instructional Leadership Teams, Professional Learning Communities) and Title I professionals.

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**School Improvement Coaches:** Priority School Coaches are responsible for providing on-site professional development and support for principals and teachers around the work required to implement the reform model and change the trajectory of student achievement. Coaches are also responsible for collecting data and evidence that will be shared with the Assistant Superintendent of Priority Schools.

**Grant Compliance Office:** The Grant Compliance Office will support the District in determining how to effectively utilize the District set-aside to meet the individual needs of all Priority Schools.

MDE (State Reform Office) is utilized to review the Reform/Redesign plans for Priority Schools and provide feedback on the state level.

### Sharing Information, Removing Barriers and Informing Plan Refinement

DPS Priority Schools undergo a process including the following entities: DPS (Office of School Turnaround), and Wayne RESA. These offices support personnel and coaches by attending on-going structured monthly meetings. These meetings take place on the last Wednesday of each month. The purpose of the meeting is to create a forum to discuss Priority School quick wins, challenges, brainstorming and need-to-know information.

Additionally, schools meet to coordinate services on a monthly basis with the DPS Office of School Turnaround, Wayne RESA, and other partners. In these meetings, schools review their Reform/Redesign Plans and determine additional next steps to inform plan refinement.

**Requirement #6: The district uses data to identify and implement an instructional program(s) that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards.**

**Indicator 6A: In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources, (b) disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance.**

**Indicator 6B: In your response, describe your instructional program. The school's instructional program must: (a) reflect the "Big Ideas", (b) include specific teaching and learning strategies (Tier I Instruction) for school-wide implementation, (c) align with career & college ready standards, (d) be based on research, relevant data, and outcomes of data dialogue (if applicable), (e) provide an overview of the implementation timeline, resources, and staff responsible for implementation over three years, and (f) describe a plan to track adult implementation of instructional program identifies timelines, resources, and staff responsible for implementation of the instructional program.**

### Indicator 6A

The process for selecting an instructional program to turnaround Durfee Elementary-Middle School began in August 2014. The Principal informed the staff of our Priority School status, and our Instructional Leadership/Redesign Team (ILT) was formed. After meeting with the Intervention Specialist from Michigan State University and representatives from WRESA and the School District to understand and analyze our priority school designation, the ILT began meeting weekly. The ILT analyzed school achievement, demographic, perception, and process data to determine what teaching and learning strategies, resources, and activities needed to be a part of a quality instructional program to be implemented school-wide to increase student achievement.

A summary of the data disaggregated by grade levels is as follows:

MEAP Reading data shows a four-year trend (2010 to 2014) where the level of proficiency has improved from 2010 to 2014. According to

the 2013-14 MEAP data, more than 25% of all students in each grade (3-8) were at the proficient level including a small percentage of students at the advanced level.

MEAP Writing data shows an upward trend in proficiency levels since 2010-11. The MEAP data indicates the following levels of proficiency in Writing for Grade 4- 2010-11: <10%; 2013-14:13.7% and Grade 7- 2010-11: <10%; 2013-14: 15.3%.

MEAP Math data shows a four-year trend (2010 to 2014) where less than 10% of students scored at a proficient level in Grades 3-8 for each of the four years except for Grade 3 10.2% proficient in 2012-13 and Grade 5 at 10% proficient in 2013-14.

MEAP Social Studies (Grade 6) data shows a four-year trend (2010 to 2014) where less than 10% of the students have scored at a proficient level for each of the four years..

MEAP Science (Grades 5 and 8) data shows a four-year trend (2010 to 2014) where less than 10% of the students scored at a proficient level for each of the four years.

The theory of causation for the four year trend of most students scoring at the 0% proficiency levels in Science and Social Studies and only 10% proficiency for Math is a combination of scheduling and lack of focus on standards for those subjects in all grades. Other underlying causes of low student performance at Durfee are the fact that in the past five years, Durfee has had four different principals and ninety-five (95%) of teachers and staff have changed; therefore, the continuity in supervision and progress monitoring has been inconsistent. Inconsistencies in supervision and progress monitoring has negatively impacted instructional practices, data analysis and teacher collaboration. More than 95% of the current staff were assigned to Durfee within the last two years. With district downsizing, schools merging, and boundary shifts over the past five years, 50% of students currently enrolled at Durfee live more than 1.5 miles away and are transported to the school. Inadequate transportation reduces the student participation in after school programs (i.e. tier 3) to address the needs of struggling learners. All of these causes greatly affect school climate and culture and in turn, there has been a lack of common vision for principals, teachers, and students.

The ILT also analyzed the 5 Essentials Perception Survey given to Durfee teachers in the spring of 2014. According to the survey results, only 51% of teachers indicated they collaborated with other teachers and 33% stated that they used data with other teachers a few times a year. This data indicated that teachers need opportunities for collaboration.

The analysis of achievement, demographic, process, and perception data guided our selection of the "Big Ideas" Professional Learning Community (PLC) and Climate & School Culture to drive our Instructional Program. Our District provides a Standards-Based Curriculum with Pacing Guides for all subjects for Tier I implementation. The research-based Renaissance Learning Suite provides opportunities for Tier II instruction in Reading and Math. (Renaissance Learning, 2014). Our data shows stagnant results over the past five years in Math, Science and Social Studies. The mischooldata.org data and Renaissance Learning Assessments (Star Reading/Star Math) results showed significant gaps between those students who are proficient, partially proficient and not proficient in Reading and Math. In choosing our Big Ideas, the team felt we could impact students meaningfully through teachers collaborating to understand, implement, and analyze Best Practices. This shift in the climate and culture of the staff will drive our Instructional Program as we shift to a growth mindset of "teaching for learning".

### Indicator 6B

Durfee's Instructional Program will all students a 120-minute literacy block every day at all grade levels. During this literacy block, teachers will facilitate vocabulary development, reading and writing workshops, differentiation through small groups, read alouds and teacher modeling of reading and writing strategies. Using the Common Core Standards for Mathematical practice, all students will be engaged in a 90-minute



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math block every day - 45 minutes of direct instruction and 45 minutes of differentiated instruction/small group work. In Science, each grade level uses an inquiry based curriculum provided by the District, based on NGSS and state standards. In Social Studies, each grade level will focus on the various domains of social studies based on curriculum standards to prepare students for college, career and civic readiness. Strategies used as a part of the literacy program will also be adapted and used for all content areas (i.e., vocabulary development, writing workshops, differentiation through small groups, read alouds, etc.). Other specific school-wide teaching strategies for Tier 1 Instruction support career and college readiness: Small Group Instruction provides support for homogeneous groups to address specific learning deficit areas; visual aide (i.e. graphic organizers) provide opportunities for visual learners to process information and concepts, and use of technology. Additionally, Study Island, a school wide web-based program supports career and college readiness through assessment familiarity and stem item experiences. Reading Recovery is intensive reading intervention in a one-on-one and small group active reading process. Detroit Write Idea is a one-on-one tutoring program provided during the Writer's Workshop segment of English language Arts. Through the implementation of PLCs, supervisors/ teachers will have an opportunity to progress monitor these strategies and programs through the analysis of data and implement the most effective Instructional Program for Durfee students.

Tier II Instruction includes small group differentiation and guided reading. School Service Assistant(s) will support the classroom teacher and students for differentiated instruction in Reading & Math (not pulled from core content instruction). The Title 1 Teacher will support 5th and 8th Grade Social Studies. After-School Tutoring will be provided in Reading, Math and Social Studies 2-3 days a week. Accelerated Reader will be used for differentiation in Science, Social Studies, and Reading. Accelerated Math will be used for differentiation in mathematics.

In Year 1, we will begin implementation of effectively implementing PLCs, Common Core State Standard Training, Reading/Writing Workshop Model, Inquiry based learning, Guided Reading, The Instructional Learning Cycle, progress monitoring tools, Vocabulary Instruction (Marzano's 6). In Year 2, we will implement Depth of Knowledge, Continuous use of progress monitoring, Project Based Learning. In Year 3, we will focus on sustaining PLCs and ILC processes. Peer Coaching and Instructional Rounds.

The principal and leadership team will be responsible for ensuring that the timeline of implementation is followed.

The implementation of the instructional program will be as follows:

- Administrator walk-throughs at least twice a week for at least 5 minutes
- Facilitation of weekly grade-level/ content area/ ILT/ committee meetings
- Bi-monthly review of grade-level binders/artifacts
- Quarterly Formal/Informal Teacher Evaluations
- Monitor Accelerated Reading and Math Data by checking dashboard daily
- Peer Review by Instructional Specialist and all Teachers

Teachers will have an opportunity to self-reflect upon observation feedback, professional learning experiences, student work samples/ data and to participate in meaningful dialogue between peers and supervisors to inform their individual instructional practices. The administrators will utilize observations of teacher instructional practices/ data to address systems and processes affecting student achievement to inform school-wide decision making.

### References

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NGA Center-CCSSO Standards Alignment. (2012, April 12). Retrieved October 3, 2014, from

<http://doc.renlearn.com/KMNet/R00551940193D5E0.pdf>

**Requirement #7: The district promotes the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction in order to meet the academic needs of individual student.**

**Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data (see key terms), (b) describe the structure and process for educators to collaborate to analyze data and plan for Tier II and Tier III instruction, (c) identify instructional program outcomes and a plan to assess for impact**

The expectation of data use at Durfee is to put Data Dialogue into action as daily conversations among teachers, administrators and support staff. Teachers will analyze the data from state assessments (MEAP), district assessments (NWEA/MAP) and formative assessments (Renaissance STAR Reading and STAR Math). MEAP Data is analyzed annually and NWEA/MAP Data and Renaissance STAR Data is analyzed quarterly. Teachers will use achievement data to support instructional decision making. These decisions will include analyzing data and using it to make observations about student achievement and examining student data including samples of students' work. Teachers will learn to analyze data and reflect on it, while identifying areas of focus in order to pre-plan, pre-test, analyze student results for instructional planning, and implement instructional planning in lessons aligned with Common Core State Standards, and follow up with post-tests. Teachers will progress monitor monthly. Teacher will also facilitate the process of teaching students to examine their own data and set learning goals for themselves.

Durfee student learning will be assessed frequently. Teachers will use teacher-made assessments, pre and post-tests, district/state assessments, Renaissance Star Reading/Star Math and Accelerated Reading and Math. The results of the 5 Essentials Survey Perception completed by Durfee staff in Spring 2014, indicates that 20% of teachers agreed that they need more time to collaborate, and Durfee will facilitate that collaboration through Professional Learning Communities that will meet weekly. Teachers will continue to use student data to inform and differentiate instruction and will be provided with professional learning opportunities on using internal and external data sources and ways to complete item analysis of classroom tests and assessments. In Professional Learning Communities, teachers will discuss where students are struggling and ways to differentiate instruction to meet the needs of all students. Students that require additional support will receive small group or individual support from school service assistants.

Teachers will analyze student work through bi-weekly analysis during common preparation periods and grade level meetings. The grade level teams will use a structured agenda with a specific set of goals and priorities. In our Professional Learning Communities, teachers will collaborate to discuss curriculum and assessments as they relate to the Common Core State Standards. A professional learning calendar will be created to reflect these meetings. During these meetings, teachers will analyze data and instructional strategies in all core subject areas.

On-going monitoring of instructional practices will take place to ensure that staff is implementing programs with fidelity. The Principal and the Assistant Principal will conduct walk-throughs at least two times a week using the Observation 360 rubric. This research based professional learning tool helps transform walk-throughs into meaningful opportunities for coaching teachers to higher levels of performance, guiding staff professional learning and school improvement initiatives.

Teachers will receive immediate feedback after observations/walkthroughs and select video clips to view in the areas identified that need improvement. Using the established district calendar, the Principal, Assistant Principal, and Instructional Specialist will use staff meetings to facilitate professional learning sessions for areas in the instructional program identified for implementation. The school will continue to utilize the use of the MDE Program Evaluation Tool.

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The Instructional Leadership Team will develop a tool to benchmark quarterly the performance outcomes measured by data (i.e., achievement, perception, demographic, and process) through the use of various assessment tools to assist with the instructional program outcomes. Teachers will establish data benchmark targets and students will examine their own data quarterly to set learning goals for themselves. Data will be made available to parents, teachers/staff, and administrators in Classroom Data Binders and through the use of Data Walls in each classroom. This process for school turnaround will also be progress monitored through minutes of meetings, teachers' lesson plans, and instructional walkthroughs in order to determine the impact of the instructional program and instructional practices that lead to improved student academic achievement.

## PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

**Requirement #8:** The district establishes schedules and implements strategies that provide increased learning time.

**Indicator 8A:** In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

**Indication 8B:** In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

**Indicator 8C:** In your response, describe the district's plan for increasing time for professional collaboration that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Increased Time for Core Subjects:

The district has increased time in all core subject areas. Reading has a 120 minute block. Math has a 90 minute block. Science and Social Studies have a 45 minute daily block.

**Time for Enrichment:** Enrichment activities are built into daily lessons through the use of core programs in Imagine It Reading and Envision Math.

Imagine it designates independent work time for 25 minutes. The teacher will create work stations at which the students work on increasing their knowledge in the areas of fluency, comprehension, phonemic awareness, phonics, and word knowledge.

Math utilizes a block schedule. Teachers use the first 45 minutes to teach the current lesson according to the curriculum pacing.

The second 45 minutes is used for enrichment. Teachers will integrate Differentiated Instruction and Intervention for the diverse students in the classroom such as ELL, Special Education, struggling and advanced students (i.e., Differentiated Instruction Strategies, Accelerated Math, Math Facts in a Flash, Mathematics Projects).

The activities will be utilized to cultivate and enhance pupil collaboration, socialization skills, increase engagement, build self-esteem and efficacy.

**Time for Professional Learning:**

The District values professional growth and improvement of its teachers. With this information being of high value and outlined in the District's Academic Plan there was collaboration with the Detroit Federation of Teachers in negotiated new contractual language allowing for increased professional learning time. The traditional one (1) hour Wednesday meeting was extended by an additional hour. The teachers also share a school wide common preparation periods on Fridays. During these school collaboration periods, teachers and administrators will work in ILTs, PLCs, pairs, groups, teams or even alone as appropriate to attend site-based professional development, prepare lessons plans, conduct data dialogues, and develop and coordinate work needed to realize the school's local improvement plan. Darling-Hammond (2006) stated that teacher preparation/knowledge of teaching and learning, subject matter knowledge are leading factors in teacher effectiveness and directly impacts student achievement. It is with this knowledge that the District continues to promote job-embedded professional development, collaboration and professional growth.

Additionally, In an effort to reduce systemic barriers of increased professional learning the District will assign two additional teachers to each priority school. These substitutes will be utilized to provide a continuum of student instruction during Job-embedded professional development (Learning that occurs while teachers and administrators engage in daily work. While performing their jobs, participants learn by doing, reflect on their experiences, and have shared dialog about their insights, MDE, 2012) for instructional staff. The aforementioned professional development in which substitutes will be used includes ILT Meetings, PLC Meetings, and other defined District initiatives.

**Requirement #9: The district provides appropriate social, emotional, and community services that support students.**

**Indicator 9A: In your response, detail the mechanism the school will use for identifying student needs, outline the supports that will be provided at the school ( including what specific needs will be addressed), and specify the supports that will be provided through community agencies (including what specific needs will be addressed)**

Durfee Elementary-Middle School currently provides several wraparound community services for students that include services that build academic and social emotional support. The criterion for selection to school based and community support systems are evaluative referrals, a collection of information gathered from perception survey data of students, parents, and staff and a compilation of test data from: MEAP, MAP, Star Reading and Star Math, MI-Access, Accelerated Reading and Math. The programs and or services that support our students include:

- PASCA (Parent Advisory Council on Student Achievement): Grades PreK-8th

Participation Criteria/Process: Open parent participation-self-select. Parents participate monthly in decision making meetings with discussions around how Durfee will provide high quality curriculum and instruction, communication of high expectations, strategies to motivate students to learn and parents attending Parenting Skills programs offered through the DPS Parent Network and Durfee.

Support Provided: For the 2014-2015 school year and there-after, parents are responsible for the implementation of the Durfee Read 30 Project. Parents must read to their child at home for 30 minutes per night during the week for grades K-3. Parents must monitor students reading in grades 4-8 by checking their student's reading log. Also, parents are charged with attending quarterly Parent-Teacher Conferences.

- Communities in Schools (CIS) of Metropolitan Detroit: Grades PreK-8th

Participation Criteria/Process: Students are selected or identified for intervention support through teacher and administrative referrals.

Support Provided: CIS is a community based partner that surrounds students with support to empower them to stay in school and achieve in life. At Durfee, CIS provides social emotional support and small group counseling for students who exhibit low self-esteem, grief and loss, minor behavioral violations and academic deficits.

- Young Men and Women in Transition in School Suspension Program (YMWIT): Grades 3rd-8th

Participation Criteria/Process: Participation in the program is based on attendance and behavior referrals from the teacher and administrator.

Support Provided: Young Men and Women in Transition provides in school suspension three days a week. YMWIT uses multiple best practice models to reduce truancy and the amount of time out of school for low level behavioral infractions. Services include academic coaching, life skills, restorative behavior program, truancy intervention and peer to peer and adult to student mentoring.

- Boys and Girls Clubs of Michigan: Grades K-8th

Participation Criteria/Process: Open participation: self- select. Parents and students must attend a group meeting to discuss and sign a compact that outlines the rules and responsibilities of each member.

Support Provided: Boys and Girls Club is a safe place for students to learn and grow while having fun. The program will be implemented at

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the local school in January of 2015. The Boys and Girls Club of Durfee will seek to provide activities that build positive self-identity, healthy eating habits, ways to help others, strong character traits, fitness and recreation, education and career as well as developing students' artistic expressions.

#### - 21st Century Community Learning Centers After School Program: Grades 5th-8th

Participation Criteria/Process: Students who are struggling in a core subject area and or needing the assistance of a tutor are referred by the teacher to the program. Students who have repeated behavior problems are not considered for the after school program. Once the recommendation is made students are then asked to complete an application for submission and once approved students are then enrolled in the program.

Support Provided: 21st Century Community Learning Center After School Program is made possible through a federal grant that establishes educational centers which provide academic, artistic, and cultural enrichment opportunities. At Durfee, the program is offered four days a week, three hours per day throughout the school year and summer.

#### - The RCT (Resource Coordinating Team): Grades K-8

Participation Criteria/Process: Students are identified through a referral process based on teacher, administrative and parent requests. Students are then selected for support using classroom observations, test data, attendance records, behavior performance logs and Individualized Education Plans (IEPs).

Support Provided: Through a referral process, the team provides support for those students who have academic, social and behavioral problems. The RCT members include: Attendance Agent, Teacher Guidance Counselor, School Psychologist, School Social Worker, General Education Teacher, Administration, Teacher of Speech and Language Impairment, and Special Education aides to work cooperatively with instructional staff.

#### - DHS (Department of Human Services): Grades PK-8

Participation Criteria/Process: The process for participation in the program is based on the needed resources teachers and parents need to educate and facilitate personal growth.

Support Provided: Governor Snyder instituted a program entitled Pathways to Potential, which assigns Success Coaches to individual schools. Durfee Elementary-Middle School is staffed with an on-site Success Coach from the Department of Human Services (DHS) to make services more accessible to students and parents. Our Success Coach works with families to tackle ongoing problems such as: truancy, absenteeism, academics, and removing barriers that may keep children from learning and attending school. The services provided by the Success Coach at Durfee are: connections to community resources, cash assistance, food assistance, Medicaid, Child Care Assistance, Home Visits, resources for utilities, and promotion of self-sufficiency, education, health and safety.